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ABSTRACT

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of liberal arts schools (N=94). Seventeen data tables provide information from all respondents and from liberal arts respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of liberal arts school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

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Liberal Arts Schools

1991 Career Planning & Placement Survey

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1991 Career Planning & Placement Survey

Liberal Arts School Responses

Following are responses to selected questions from the *1991 Career Planning & Placement Survey* given by a representative number of liberal arts schools (number = 94).

TABLE 1

OFFICE TITLE

	Percent	
	All Resp.	LibArts Resp.
Placement	10.4	3.2
Career Planning & Placement	25.6	22.6
Career Counseling & Placement	4.1	2.2
Career Services	19.6	21.5
Career Development	11.9	20.4
Career Development & Placement	3.1	2.2
Career Center/ Career Resource Center	5.1	7.5
Other	20.2	20.4

TABLE 2

NUMBER OF INTERVIEW ROOMS
(LIBERAL ARTS SCHOOL RESPONDENTS ONLY)

Number of Rooms	Number of Respondents
1	27
2	24
3	9
4	5
5	2

TABLE 3

INTERVIEW ROOMS LOCATED WITHIN CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	LibArts Resp.
Yes	79.6	78.9
No	20.4	21.1

TABLE 4

ACCESSIBILITY OF CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	LibArts Resp.
Very accessible	49.7	41.9
Accessible	42.5	50.5
Inaccessible	7.5	7.5

TABLE 5

STAFF BY TITLE
(LIBERAL ARTS SCHOOL RESPONDENTS ONLY)

	Number of Individuals in Position					
	1	2	3	4	5	6+
Full-Time						
Associate Director	12	1				
Assistant Director	18	4				
Career Counselor	9	2				
Experiential Ed. Coord.	5					
Placement Coord.	8					
Career Librarian	2					
Job Developer	1					
Graduate Asst.	2					
Secretary	48	7	2			

(continued)

(Table 5 continued)

	Number of Individuals in Position					
	1	2	3	4	5	6+
Part-Time						
Associate Director	4					
Assistant Director	2					
Career Counselor	8	1		1		
Experiential Ed. Coord.	4					
Placement Coord.	1					
Career Librarian	2					
Job Developer						
Graduate Asst.	6	3				
Secretary	23	4			1	

NOTE: Statistics in this table represent number of respondents

TABLE 6

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT DIRECTORS

	Percent	
	All Resp.	LibArts Resp.
Age		
Under 25	0.1	1.1
25-34	14.1	25.0
35-49	56.5	59.8
50-65	28.5	14.1
Over 65	0.8	0.0
Gender		
Female	55.9	69.1
Male	44.1	30.9
Race		
Asian/Pacific	1.0	1.1
Black	6.2	4.5
Hispanic	1.4	1.1
Native American	0.9	2.2
White	90.5	91.0
Previous Experience		
Average number of years in career planning & placement	10.8	8.7
Average number of years in current position	6.5	4.7
Have previous experience in college relations & recruitment	46.5	50.0
Average number of years in college relations & recruitment	3.5	5.0

TABLE 7

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT PROFESSIONAL STAFF
(OTHER THAN DIRECTOR)

	Percent	
	All Resp.	LibArts Resp.
Age		
Under 25	6.9	12.5
25-34	36.2	44.2
35-49	43.1	31.7
50-65	13.4	11.5
Over 65	0.4	0.0
Gender		
Female	76.1	81.2
Male	23.9	18.8
Race		
Asian/Pacific	1.8	3.1
Black	13.1	7.1
Hispanic	4.6	1.0
Native American	2.1	0.0
White	78.4	88.8

TABLE 8

ANNUAL OPERATING BUDGET INCLUDING SALARIES
(LIBERAL ARTS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
Less than $10,000	3
$10,000-$20,000	2
$20,001-$30,000	7
$30,001-$40,000	12
$40,001-$50,000	7
$50,001-$60,000	10
$60,001-$75,000	7
$75,001-$100,000	17
$100,001-$150,000	12
$150,001-$200,000	7
$200,001-$300,000	3
$300,001-$400,000	1

TABLE 9

ANNUAL OPERATING BUDGET EXCLUDING SALARIES
(LIBERAL ARTS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
Less than $1,000	2
$1,000-$2,000	2
$2,001-$3,000	3
$3,001-$4,000	3
$4,001-$5,000	6
$5,001-$6,000	3
$6,001-$7,500	1
$7,501-$10,000	14
$10,001-$12,500	6
$12,501-$15,000	8
$15,001-$20,000	10
$20,001-$25,000	8
$25,001-$30,000	8
$30,001-$40,000	6
$40,001-$50,000	4
$50,001-$75,000	6
$75,001-$100,000	1

TABLE 10

SALARY RANGES OF CAREER PLANNING & PLACEMENT DIRECTORS
(LIBERAL ARTS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
Less than $15,000	1
$15,000-$20,000	3
$20,001-$25,000	17
$25,001-$30,000	25
$30,001-$35,000	26
$35,001-$40,000	10
$40,001-$45,000	4
$45,001-$50,000	4
$50,001-$55,000	2

TABLE 11

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSOCIATE DIRECTORS
(LIBERAL ARTS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
Less than $10,000	1
$10,000-$12,500	0
$12,501-$15,000	1
$15,001-$17,500	1
$17,501-$20,000	0
$20,001-$25,000	3
$25,001-$30,000	7
$30,001-$35,000	2
$35,001-$40,000	2

TABLE 12

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSISTANT DIRECTORS
(LIBERAL ARTS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$10,000-$12,500	1
$12,501-$15,000	1
$15,001-$17,500	2
$17,501-$20,000	3
$20,001-$25,000	18
$25,001-$30,000	4

TABLE 13

SALARY RANGES OF CAREER COUNSELORS
(LIBERAL ARTS SCHOOL RESPONSES ONLY)

	Number of Respondents
$12,501-$15,000	1
$15,001-$17,500	2
$17,501-$20,000	1
$20,001-$25,000	9
$25,001-$30,000	10

TABLE 14

SERVICES OFFER THROUGH CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	LibArts Resp.
Career counseling	94.2	100.0
Campus interviewing	91.6	92.6
Occupational and employer information library	93.7	92.6
Placement of graduates into full-time employment	93.4	88.3
Placement of students into summer and part-time employment	83.2	77.7
Credential service	71.9	76.6
Vocational testing	52.1	71.3
Placement of alumni	82.7	70.2
Cooperative education, intern, experiential program	62.8	66.0
Resume referral	71.6	60.6
Resume booklets	56.3	51.1
Computerized candidate data base	48.2	38.3
Academic counseling	28.7	27.7
Career planning or employment readiness course for credit	31.6	25.5
Dropout prevention & counseling	16.2	13.8

TABLE 15

TARGET POPULATIONS OF SPECIAL PROGRAMS OR SERVICES

	Percent	
	All Resp.	LibArts Resp.
Minority students	35.5	29.8
Adult students	34.6	28.7
Career changers	31.0	22.3
Foreign students	23.5	18.1
Part-time students	18.5	9.6
Commuter students	13.9	6.4
Disabled students	15.8	3.2

TABLE 16

NUMBER OF COMPANIES RECRUITING ON CAMPUS 1990-91

	Percent	
	All Resp.	LibArts Resp.
Average	121	34
Median	55	30
Mode	50	10
Compared to previous year		
More	24	30.9
Less	54	51.1

TABLE 17

STUDENT USE OF CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	LibArts Resp.
Percent of graduating class that uses career planning/placement office		
Average	63	60
Median	65	60
Mode	63	50
Percent of graduating class that obtains a job through the career planning/placement office		
Average	37	27
Median	30	20
Mode	30,20	15
Percent of graduating class that gets a job through on-campus interviewing		
Average	19	9
Median	12	9
Mode	10	5

Trends in Career Planning & Placement

(Liberal Arts School Respondents)

1. What, in your judgment, have been the greatest changes in career planning/placement over the past five years?

* Growing respect for college/employer; no longer adversarial.
* More demand for counseling services. Computerized resources and data bases making offices without computers way behind.
* Career planning has become a valid place on campus--well sought out, growing recognition.
* Technological changes and, in my view, overemphasis on its use, e.g., resume data bases, etc., instead of preparing students to think, do research, explore.
* The technological advances, the change in student numbers and profile of expectations, and the change in corporate involvement.
* Progress toward becoming a data center rather than providing one-on-one counseling.
* Wider use of commercial (third party) employers.
* More career counseling.
* increased accountability for the office and documenting numbers in order to fight for existence.
* Continued request for more services, recruiters, etc.
* Reduction in recruiting. Automation. More competitive markets.
* Career planning has been taken seriously enough for administration to realize funding is necessary for adequate programming.
* Less on-campus interviewing. Acquiring jobs is more difficult.
* Advent of technology--tremendous amount of information available.
* Keeping up with the fast pace of changes in the work world and its needs. Trying to get accurate information to students in timely fashion.
* A higher expectation from students, faculty, and administration to do more--more programs, more interviewing, more fairs, etc. Yet, no more support, no more money, clerical support, etc.
* Recession. We've lost 30 percent of our employers in the last two years (but we saw it coming for a year before that).
* Legal issues and concerns. Strength of state and regional associations. Move to centralized offices. More credibility on campus.
* Types of recruitment activities. Technology. Increased requests from alums. Increased interaction with other campus offices.
* Computerization. Movement from placement to career development.
* Decrease in on-campus recruiting opportunities for students.
* Increased student traffic and anxiety; concern about job market and employment opportunities dictates services and counseling responses. Fewer seniors proceeding directly to graduate/professional school.

* Fortunately, more focus on career planning/development--the process, not rate of placement!
* Use of computer technology in office management. Use of electronic resume services. Increased use by alumni.
* The decline in the use of credentials. The need for small schools to find alternatives to on-campus recruiting.
* Computerization. Greater demand for career counseling. Varied populations we work with. More programming, i.e., workshops.
* Influx of technology--computerization of everything.
* More emphasis on accountability (results, follow-up, etc.) from institution and student consumer. Expanded targeted marketing of services to students. Accelerated service demand.
* Technology. Demand for service by students.
* Technology.
* There is more pressure on the office to provide services. Held more accountable by students, parents, faculty, and administration to link students with employers.
* Technology. Shrinking resources. Counselor certification. Emphasis on public/community service careers.
* Career changers.
* 1. Marketing strategies. 2. Responding to global issues as they impact on the success or failure of our students in academic preparation, career readiness, and competitiveness.
* Legal considerations. Increase in minority focus. Literacy in organizations.
* Automation/computerization.
* Computerization.
* Electronic exchanges (data bases, etc.).
* Emphasis on career counseling over placement.
* Computer automation and data base development. Reduced on-campus interviewing. Career development focus rather than pure placement. Increase in alumni use of campus career services offices.
* Use of computers.
* Use of computers, on-campus TV, VCRs.
* Professionalization of staff and programs. Computerization of offices and services.
* A change in emphasis to careers--not just helping students get their first job.
* The recruiting of specifically minority students by employers has increased and created many interesting situations, i.e., minority on-campus interviews. Also, the nontraditional students are competing with traditional students for various jobs. This required a shift in the thinking of many recruiters.
* Serving a broader student population (performance, potential, skills).
* More adult students and their crises peculiar to them.
* Technology, information overload.
* Increased need for the services to be made available to students.
* More interest in computerized resume services.
* Movement from placement per se to equipping students for their own job search.
* More services to alumni who are involved in career changes. Better integration of admissions, financial aid, alumni, and student services (including career planning).
* Increase in number of cosponsored job fairs.

2. **What, in your judgment, have been the greatest changes in college students over the past five years?**

* Less willing to take risks. More knowledgeable about jobs.
* More oriented to getting a job and making money than to learning for the sake of learning or service.
* Making more demands. They seem to be more directed.
* Less interest in finance, more in areas of social responsibility.
* Less creative, less open, higher sense of entitlement--see D. Cannon's Generation X concepts.
* Willingness to take responsibility and prepare for career opportunities.
* Becoming more aware of the competitive job market.
* Increased diversity of students. Programming to serve the needs of nontraditional students.
* Seem to be more sophisticated and more knowledgeable about communities and organizations. More aware of resources available.
* More anxious, perfectionistic, less willing to take responsibility; want information in neat, small doses ("Just give me a list of the top ten...").
* More anxiety regarding first jobs. Trend toward public service/interest again. More attending grad school.
* Students are more job interested than ever.
* Little real change.
* Lack of motivation.
* They have changed from interest in business, money, and material interests toward human and community interests and giving back to society.
* Less willing to commit to anything. Concern for the environment. Lack of critical thinking skills.
* Gaining experience before graduation--co-op or internship placement.
* Career interests--more toward nonprofits. More want to take time off before career starts. Poorer writing skills. More prospective students research career services of schools. College students use career services earlier in college. Poorer work ethics.
* No significant differences.
* Too much concern for money instead of job satisfaction initially.
* Increased anxiety about plans following graduation.
* More job oriented. Very consumer oriented.
* More career oriented but, at the same time, looking at public service employment.
* This past year they have gotten much more serious about their job search--early in their senior year; reflective of economic conditions; more students have education loans to repay; they want jobs before graduation.
* Less assertive in job search. Less willing to do their homework.
* Self-induced and parental pressure. Stress, overloaded schedules due to work, school, social demands. Materialistic; sense of entitlement; impatient; unrealistic and inflated expectations regarding their value (dollar- and otherwise) to employers.
* More aggressive in their demands. More particular about potential job.

* More interest in smaller and not-for-profit organizations--educational, environmental.
* Students have become more job oriented. They expect a college degree to qualify them for a specific job at a level higher than entry level.
* Under-prepared from high school in knowledge--writing/reading/math abilities.
* More business oriented, higher value placed on earning money; less willing to take responsibility for themselves.
* More to graduate schools. More liberal arts.
* The emphasis on preparing for work early: students wanting a return on their investment, so placing value on academic and career exploration during the early stages of their college career seems to have resulted.
* More motivated. More interested in social issues. Wider range of career interests.
* Their sense of entitlement. I get a lot of statements about how we "owe" them a job.
* More interest in social and environmental issues.
* More focused on potential earnings than previously.
* Increased anxiety about the future. "I've paid my dues" attitude is increasing rapidly.
* No great changes--perhaps more responsive to career counseling overtures.
* Inability to take charge of their own livers.
* Students prefer individualized services rather than group workshops and programs. Our liberal arts students tend to be less targeted with career direction.
* Hopefully, more career conscious.
* Just individual variations.
* More defined ideas about what they want to do.
* We are seeing older students returning to college; the average age of our student body is 29. Also, there is an increase in the number of commuting students.
* Short-term goals, often financial, override longer-term success in career building, graduate school, etc.
* Less career oriented, less business oriented.
* Some more alert to services available to them to assist in preparing themselves for the job search.
* They seem to be putting off career decisions until after graduation.
* Greater interest in participating in internships and other career-related experiences. Greater need to work while in college (increase in the average number of hours per week, etc.).
* More selfish and want to have jobs "drop in their laps."
* More awareness of what they want to do when they graduate. More willing to explore options.

3. What, in your judgment, will be the greatest change that career planning/placement will have to make over the next several years?

* Developing new models for much of what we do.
* Get creative in learning to understand and communicate with Generation X students. Marketing and teaching methods need to change.
* Be more flexible. Keep abreast of current events, economy, etc. Alumni are returning in greater numbers to use career services.
* Response to economic downturn.
* Multiculturalism; smaller pool of college-age students; reduced budget flexibility.
* Reacting to demands of exploration of college/employer relationships by entrepreneurial data bases and job fairs.
* Preparing students to face the job market given the economy.
* Skill development to effectively assist the nontraditional student. Be more accountable for the *results* our services lead to--educate faculty/administration as to our role/value to the university.
* Better preparation to face changing market needs.
* Adjust to the supply/demand demographics of fewer candidates.
* Continuing to offer career services in the face of budget constraints and lack of institutional support.
* Accommodating the diversity of students.
* Continue to become more service oriented, less education focused.
* New ways to relate to employers.
* Programming from freshman year.
* Use of more preparation and use of data base.
* Deal with the impact of numerous resume referral services, particularly with the current lack of motivation of students.
* Preparing students for interviewing and job-search process, as competition for jobs gets greater and greater.
* Adapt to a more technical presentation of information, get comfortable with less one-to-one, become more information specialists, and combine this with counseling skills.
* Professionals will have to become more "sales" oriented--"selling" their schools and students to potential employers, "selling" their need for more money and support to administration, and "selling" their programs to students.
* Stronger placement of alumni and retired individuals. Stronger relationship between placement and other students affairs offices--*enrollment management*!
* More alternative recruiting methods, More older students/alums using services.
* More cooperative arrangements.
* Attracting small business. Adjusting to different student clientele. Doing more with less.
* We will need to continue the trend toward career development (educational role) versus placement function.

* Less on-campus recruiting, more job fairs. Technology--faxing resumes, video interviewing, employer data bases.
* Justification of program to assist all clients. Computer use.
* Find alternatives to on-campus recruiting. I think we will establish much closer ties with the alumni office.
* Servicing adults and the community--reaching outside typical undergraduate populations. Doing more group programming.
* Provide quality service with less money.
* The challenge will be discovering ways to do more with less-maximizing efficiency, streamlining operations, prioritizing program goals, using appropriate technologies.
* Budget cuts and coping with financial limitations.
* Reduced funding. Increased expectations.
* Placement offices need to encourage students to prepare resumes that present themselves well, then, through technology, present those resumes (or whatever credentials are available) to as many employers as possible worldwide.
* Perhaps a change from emphasis on on-campus recruiting to use of computerized data bases, etc. Career offices need to unite with academic departments to work together to prepare students, i.e., shared responsibilities.
* Support service during a very difficult economic time.
* We need to be proactive about issues such as diversity, global work force.
* Create greater awareness of careers and work with older students and increase number of internships.
* 1. Marketing within the constraints of a minimized job market. 2. Justifying the need for ongoing career counseling and the need for career development centers and trained career counselors.
* Focus on success in first job. Maintaining service level with shrinking resources. We will have to respond to the changing demographics which may include remedial help.
* We need a new method of recruiting. It is very expensive for employers. The change will probably come from the employer side.
* Dealing with student reaction to economic/world events, as well as keeping them abreast of changing regional demands.
* Move into alliance with admissions and college relations as part of the marketing arm of the institution (away from student services model).
* Making full use of technologies available--becoming technically literate and competent in electronic/other technologies.
* In a small institution, decisions whether to charge fees.
* Office automation and data base placement services from third-party organizations. Working with changes in the diversity of our work force by the year 2000. Handle support of admissions activities to increase prospective student applications.
* More extensive use of technology. Teleconferencing. Computers for planning, training, recruitment. Cost-effective recruitment, more internships.

* Prioritizing services in order to allocate shrinking budgets.
* Our biggest challenge will be to shift from the "traditional" job placement functions to more of a career facilitator and/or retraining advisor. Many alumni are losing jobs and returning to the placement office for redirection and/or retraining.
* Need for more long-term planning. I encourage a three- to five-year plan.
* Computerization of some services.
* Finding money to purchase what you need.
* Extend services beyond the new graduate stage.
* Increase services to more individuals to include nonstudents, staff, etc.
* Do more with less.
* Dealing with students who are developmentally in a different place than current students.
* To provide quality services with restrictive budgets and decreased staff sizes.
* Providing services for nontraditional students.
* Tremendous amount of sensitivity to and responsive programming targeted at women and minorities--advancement.
* Adjusting to new career opportunities and developing relations.
* Closer work with business/industry to provide qualified candidates. Move to provide career planning to business/industry. Work with adults through career transitions.

4. What do you consider the single most important thing your office does or should do to assist college students in making the transition to the world of work?

* Understanding.
* Teaching them a process by which to make life decisions and how to go about implementing a job-search campaign.
* Talk to them--in groups and one-to-one. Prepare for tougher economy, more competition. Workshops, etc.--"Last Six Weeks." Realistic goals!
* Teach a process.
* Provide a context for change and transition from artificiality to reality; provide a method to effect the transition; instill a sense of the process of life in the world of work.
* Provide assistance in career focus and job-search techniques.
* Education regarding career options and job-search skills.
* Teaching life-long job-search skills.
* Try to start the planning process as early as possible with freshmen.
* Networking with faculty, staff, and administration on who we are and how we can assist them in the total development of students.
* Teaching them "how to" and motivating them to be involved and responsible for their lives.
* Teach them how to find work independently. Develop a focus and follow through.
* Teach them process, strategies, techniques of job search.
* Teach adequate career planning to assist with life-long planning process.
* Teach sense of personal responsibility.
* Helping students take charge of their future rather than being so passive and helpless.
* Exposing them to different employers and companies.
* Raise the awareness of the realities of the job-seeking process and the work world. Help them assess their strengths and how to articulate them to employers.
* Assist and encourage students in finding a practical work experience (i.e., co-op, internship) during their summer vacation and/or throughout the school year.
* Teaching a method of finding jobs when it becomes necessary.
* The experiential education programs--internship program, volunteer clearinghouse programs, and part-time work programs.
* Individual counseling.
* Annual senior capstone experience.
* Providing career guidance, job-search strategies, self-assessment.
* Assist in creating a sense of independence and responsibility regarding decision making.
* Provide programs, or at least materials, which deal with transitional topics. Hard to accomplish when most of staff energies are toward the search! *The New Professional* by Ed Holton (Peterson's) is an excellent resource.
* Educate! Help students learn skills of life-long searching for meaningful work.
* Provide career planning which builds the skills for job searching.
* Mentoring and career consulting programs that connects them with working professionals.
* Teaching them: self-assessment, networking, job-search skills.

* Instilling sense of individual responsibility for own career development area, teaching skills of self-initiation and assertiveness in planning and managing one's own career.
* Teach them to be goal oriented but flexible.
* Teaching students how to do a successful job search.
* Self-assessment.
* Students need to realize they don't just go to an employer and get a job. They need to see the need to sell themselves. They need to recognize the stiff competition they face for any job they want.
* Start early (freshman year) to educate students to take more responsibility for their career development. Target programs for freshmen, sophomores, and juniors.
* Be realistic--combat student and parental idealism.
* Help them to become independent. Empower then as agents in their futures.
* Educational opportunities.
* Prepare them for the realities of a changing world of work and the necessity of adapting flexible skills in order to compete in an ever-changing world.
* Informing students of the reality of the real work situation. Teaching them the skills of successful strategies needed to survive in the work world as well as in graduate school.
* "The Senior Workshop" that provides information on rent, leases, credit, job stress, establishing friends, etc.
* Career counseling.
* We offer a three-week transition series.
* Inform them of trends/needs in the workplace as well as geographic needs and changes.
* Give them a sense of personal power.
* Increase co-op and intern--experiential--options.
* Individual counseling and group programs.
* Teach students to become independent in their career planning and job searching.
* We coordinate a senior week program--"From Books to Briefcase" and "Transitions From College to Career"; alumni and faculty also participate.
* Educate: Teach a process of self-evaluation, how to communicate in writing (resume) and verbally (interview), how to do a job search. Teach them how to conduct a job search and market themselves.
* Help them understand who they are, what they want, and that they have a great deal of control over what they do with their lives.
* I believe in giving the student a "true view" of the world. We educate our students via workshops and seminars, internships, etc., and try to expose them to the working environment as much as possible. I also encourage the student to gain experience in interviewing and speaking, as well as in networking.
* Honest assessment of individual potential and plans for continued education.
* Help students prepare themselves.
* Give them direction.
* Provide counseling and information.
* Co-op education during second or third year of college.

* Create or instill the fact that career development is a part of a student academic plan, not just a concern that takes place during the senior year.
* Help them target a career direction.
* Assisting students in all aspects of the career development process and not just focusing on job-search assistance. Specifically, helping students better understand themselves, their career options, and teaching them effective decision-making skills.
* Teach them how to conduct a job search.
* Development of realistic expectations and manageable time lines in the job-search process.
* Prepare for the routine and sometimes monotonous jobs. Some students really do not understand the real work world.

5. What do you see as the single greatest problem facing career planning/placement over the next several years?

* The economy.
* Tightening of budgets, possible cuts in staff. Declining student enrollment. Tight job market.
* Supply and demand. Many students versus opportunities which may not present themselves.
* Our problem will be maintaining quality of services during time of great economic difficulty at college.
* Increased expectations, decreased budgets. Providing a high and consistent level of services for clients with increasing problems in transition and real-world skills.
* Maintaining and encouraging an educative role rather than becoming an access center to information.
* Keeping credibility on campus to insure funding.
* Keeping abreast of technology changes in the workplace, in order to inform the academic side to prepare curriculum that "matches" the needs.
* Serving a diverse student body and being expected to offer more services with a limited budget and staff.
* Budgeting to provide for the technology needed to perform more services.
* Economics of today.
* Fewer jobs--more qualified people.
* In our geographical region, there aren't many jobs available for graduates. However, our students want to stay in this area of the state. As the economy continues to decrease, it will be harder each year to place the graduates. So helping them make to make the transition to a different area will be the greatest problem for me.
* Accommodating our services for a very diverse population with diverse needs.
* Jobs for liberal arts students.
* Funding.
* Lack of funds. Lack of recruiters on campus (need to try more alternative recruiting methods).
* Job security, stress.
* Fewer financial resources while demand for services increases.
* Becoming more accountable as to the "placement" of graduates. Being required to do more with less as demands on services increase.
* Lack of budget funds. Lack of staff to meet student needs and demands. Increasing student desire to relocate.
* Budget cuts--we need money to provide student programming and to hire staff.
* Shrinking budgets.
* Third-party interference--headhunters, temp agencies, computerized data base systems. Some are useful but numbers keep growing, becoming a hassle.
* Developing mechanisms for linking candidates with opportunities (at experiential learning and employment levels) and for overcoming hurdles of disparate skill levels, geography, etc.

* Legal issues, budget cuts.
* Expectations could be higher for placement.
* Doing more with less.
* How to train students in job-search techniques. Students need to be convinced of the need for such activity and they need to be trained in the skills involved.
* Helping clients with job-search techniques during almost-dead recruiting time.
* Shrinking resources (staff, budget, etc.) coupled with tight market equals "do more with less."
* Internships.
* Budget.
* In the short term, a very soft job market. In the longer term, employment for international students and U.S. citizens who wish to work abroad.
* National economy will directly affect the increase or decrease in the number of recruiters visiting campus. Recruiters will become more selective. Schools will become more competitive. Small colleges will have to think of innovative ways to encourage recruiters to visit.
* To stay current and informed on the rapidly changing needs of student backgrounds and company needs.
* Funding.
* Declining enrollment and, therefore, fiscal tightening and cutbacks.
* Decline in number and quality of entry opportunities.
* Changing nature of world of work--more urgent to reach students with career planning insights and skills.
* Rapid changes in careers, frequent changes in jobs.
* Maintaining operations in the face of budget cutbacks forced by lowering enrollments.
* Maintaining strong on-campus recruitment programs. Additional alumni career needs--how to handle a possible overload of requests.
* Educating employers on the value of recruiting at liberal arts colleges, especially organizations in the high-tech industry.
* Understanding and coping with systemic changes in our and the world's economies.
* I believe the greatest problem facing career placement is funding. Most career centers are understaffed and underpaid. More and more administrations are realizing the importance of career planning; however, when money becomes tight and the economic situation deteriorates, placement is often the first budget that is cut.
* Limited resources, unclear goals in the face of continued "consumerism" by college families and college costs.
* More accountability.
* Understand and cope with the changing economy and technological changes.
* Finances/acceptance by administration/academia.
* Attracting recruiters to the small liberal arts college.
* Declining enrollment leading to tight resources.

* To continue to improve relations and communications with the different "publics" served by the office (students, faculty, administrators, prospective students, etc.).
* Getting away from traditional job. teaching students about job opportunities brought about by changing technology.
* Strained budgets to manage overall operations.
* Dealing with government rules and restrictions and increased demands of employers.
* Preparing students for job searches and career decision making.